

International Writing Across the Curriculum (IWAC) Conference "Writing across Difference". University of Michigan, Ann Arbor, 2016.

# **GICEOLEM: research-training community, research team, and writing group. Diversity and inclusion within the University of Buenos Aires.**

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**GICEOLEM:**  
research-training community,  
research team, and writing group.  
Diversity and inclusion within the  
University of Buenos Aires

**Paula Carlino**

CONICET – U. of Buenos Aires  
Argentina



# Recurring themes in doctoral education

- Completion rates
- Time to completion
- Insecurity of doctoral students
- Feelings of being exposed
- Sense of vulnerability when exposing
- Loss of self-confidence
- Scant advisor's time



Multidisciplinary

Group for  
Educational Quality and Inclusiveness  
by Taking care of  
Reading and Writing in all Subjects

doctoral students,  
advisor,  
postdoctoral fellows



# GICEOLEM's research

- How reading and writing
- can be dealt with in context
- to help students' understanding, participation and meaning making
- in different disciplines,
- in secondary, tertiary, and graduate education.



# University of Buenos Aires

- Public university
- Founded 1821
- Around 300.000 students
- 13 Faculties



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IWAC 2016





Handwritten graffiti in white paint on the stone wall, including the letters 'JUH' and 'DAN'.

664



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IWAC 2016

INFORMACIÓN GENERAL  
 INSTITUTO DE INVESTIGACIONES OJOS  
**LABORATORIO DE OJOS**  
 PARA PREVENIR, DIAGNOSTICAR, TRATAR Y REHABILITAR  
 cualquier tipo de problema

**AULAS**

INGLÉS	FRANCÉS	ITALIANO	ALEMÁN
CHINA	ESPAÑOL	PORTUGUÉS	JAPONÉS
ARABIC DIA			

Colonia

**INGLÉS**

**FRANCÉS**

**CHINA**

**ALEMÁN**





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IWAC 2016

ALEMÁN



Research  
program



Group for  
Educational Quality and Inclusiveness  
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in all Subjects

Research-training  
group

Research program

Naturalistic studies

Graduate

Reading and writing in pre-service teacher education: The uses and meanings teachers and students give to literacy in teaching and learning in **History** courses (M. Cartolari)  
 to learn in Engineering: A case study on the final written work in **Electronic Engineering** (J. Zambrano)

High school

Arguing and writing to learn in two university disciplines (**Linguistics** and **Biology**) (E. Molina)  
 Peer review and peer interaction in doctoral writing groups in **Education** and other **Social Sciences** (L. Colombo)  
 Reading and writing in high school subjects (**Social Studies, Geography, Economics**) with high-risk students (N. Rosli)

Design-based (intervention) studies

Under Graduate

Design and implementation of a teaching sequence that integrates reading and writing mediated by technology in **Biology** classes in pre-service teacher education (L. Alfie)  
 Reading and writing to learn in Numerical Methods (**Engineering**) course (G. Cordero)

High school

Reading and writing to learn in high school. Design and implementation of a teaching sequence in **Biology** (C. Roni)  
 Writing as a mediation tool for epistemic dialogue in **Math** classes in high school (I. Venazco)



Research-training  
group




# Becoming a researcher

- Disciplinary knowledge
- Identity ambiguities, subjective changes, tensions and conflicts
- Transition from knowledge-receiver to knowledge-producer.

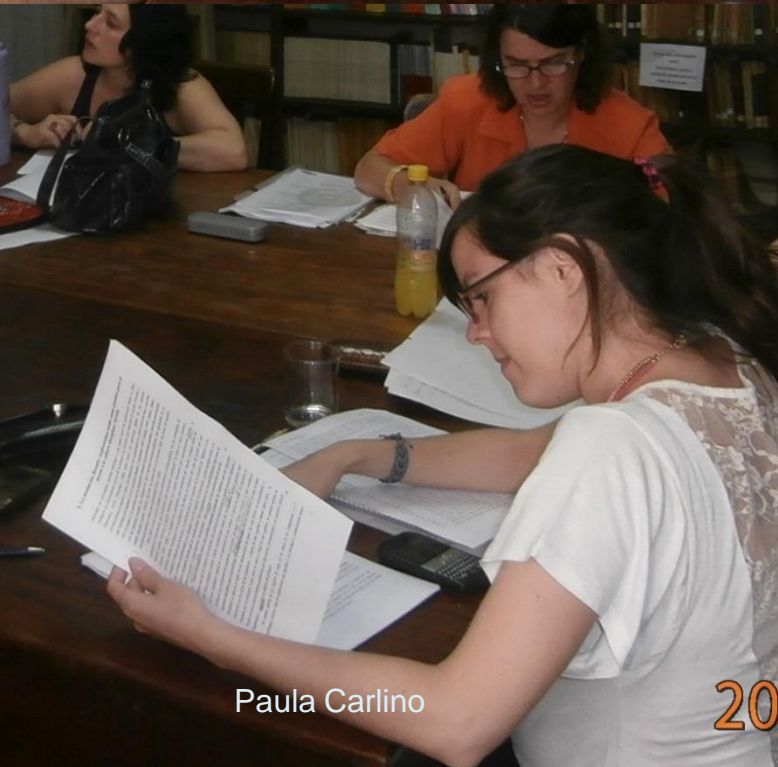


# Transforming the experience

- Disorientation
  - Insecurity
  - Isolation
  - Academic impoverishment
- 
- Dissertations center on some aspect of a more encompassing research problem shared by the whole group.
  - Frequent interactions between group members.



collective  
multivoiced supervision  
of graduate students



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IWAC 2016



writing group



critical commentary  
of successive rough  
drafts

# Sources

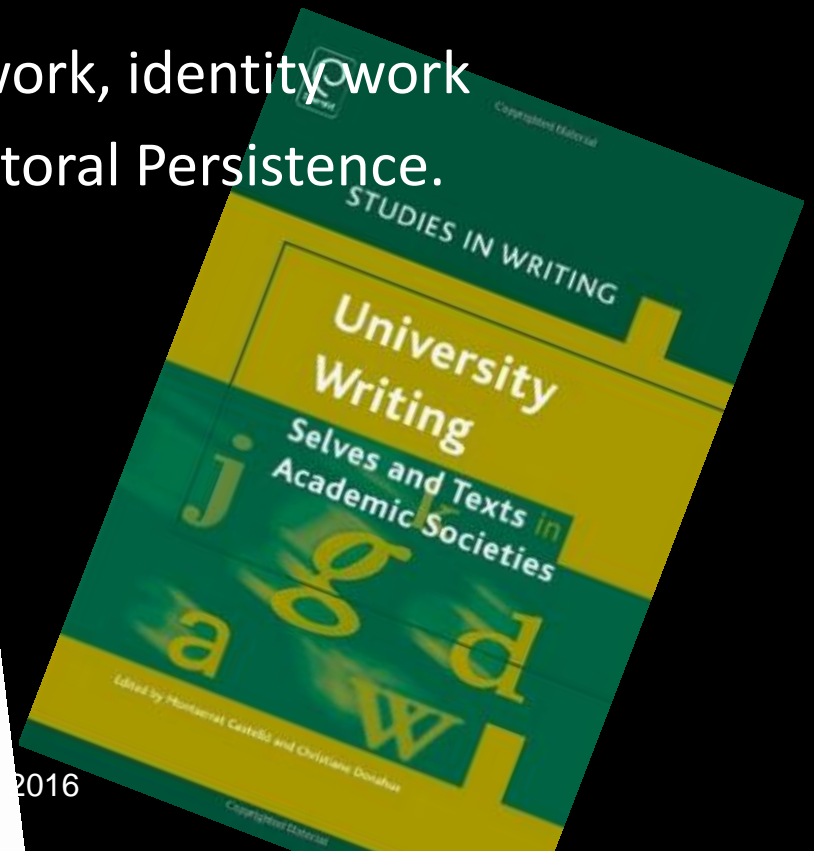
- Caffarella & Barnett (2000): giving and receiving critiques
- Dysthe et al. (2006): multivoiced supervision of graduates
- Gere (1987): writing groups
- Kamler & Thomson (2004): text work, identity work
- Tinto (1993): Integration and Doctoral Persistence.

Chapter 12

## Helping Doctoral Students of Education to Face Writing and Emotional Challenges in Identity Transition

Paula Carlino

Learning is particularly drenched in deep emotional issues, precisely because learning expands us beyond the secure realms of habit and prior senses of the self into new areas of competence and participation.  
(Carlino, 2001, pp. 185-186)





# Conclusion

writing group

collective  
multivoiced supervision  
of graduate students

intellectual process  
and textual product



critical commentary of  
successive rough drafts

Research-training  
group

Cognitive and emotional  
challenges are supported

- Bienvenidos
- Este sitio fue creado para todos aquellos investigadores, docentes y autoridades educativas interesados en conocer los avances de las investigaciones que se realizan en el GICEOLEM.
- PUBLICACIONES
  - Papers in English
  - Posgrado
  - Universidad
  - Formación Docente
  - Secundario
  - Libros publicados
  - Videos
  - En los medios...
- SOBRE EL GICEOLEM
  - Who we are
  - Current research by GICEOLEM
  - Quiénes somos
  - ¿Cómo funcionamos en el GICEOLEM?

## Who we are



**The GICEOLEM,**  
Group for Educational Quality and Inclusiveness  
by Taking Care of Reading and Writing in all Subjects,

is based on the Linguistics Institute  
of Universidad de Buenos Aires.

Our multidisciplinary team comprises pedagogues, linguists, psychologists, a biologist, and a Math teacher. We study the relationships between teaching, learning, reading and writing in different disciplines at the secondary, higher education and postgraduate levels. [Read about our understanding of academic literacies](#)

Our main contribution attempts to show in what ways reading and writing can be dealt with and taught in context and meaningfully in all disciplines and levels of education, avoiding exercises that fragment and distort reading and writing practices.

Most of our members work with the CONICET, the University of Buenos Aires and other national universities.

We are on Twitter and Facebook

**SEE BELLOW how we work an how our team meetings are**

<https://sites.google.com/site/giceolem>